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AN INVITATION TO PARTICIPATE. DEVELOPING A MODERN CURRICULUM FOR RETARDED CHILDREN THROUGH STATEWIDE PARTICIPATION AND COOPERATION.

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THIS REPORT ON EFFORTS TO DEVELOP A CURRICULUM GUIDE FOR WISCONSIN SPECIAL EDUCATION CLASSES REVIEWS FOUR METHODS OF APPROACHING THE PROBLEM AND PRESENTS THE RATIONALE FOR CHOOSING THE NEEDS OR PROBLEM APPROACH. LOCAL SPECIAL EDUCATORS AS WELL AS COLLEGE AND UNIVERSITY STAFF WERE INVITED TO ASSIST IN DEVELOPING THE CURRICULUM AROUND THE FOLLOWING 12 PERSISTING LIFE SITUATIONS--(1) KEEPING HEALTHY, (2) LIVING SAFELY, (3) UNDERSTANDING ONE'S SELF AND GETTING ALONG WITH OTHERS, (4) COMMUNICATING IDEAS, (5) USING LEISURE TIME WISELY, (6) TRAVELING AND MOVING ABOUT, (7) EARNING A LIVING, (8) HOMEMAKING, (9) APPRECIATION, CREATION, AND ENJOYMENT OF BEAUTY, (10) HANDLING AND ADJUSTING TO ONE'S SOCIAL, TECHNOLOGICAL, AND PHYSICAL ENVIRONMENT, (11) MANAGING ONE'S MONEY, AND (12) BEING A RESPONSIBLE CITIZEN. AN OUTLINE OF TRAVELING AND MOVING ABOUT IS PRESENTED. COMPLETED AND PARTIALLY COMPLETED CURRICULUM SECTIONS ARE LISTED. THE ADDITIONAL WORKING COMMITTEES NEEDED TO COMPLETE THE CURRICULUM ARE GIVEN. A BIBLIOGRAPHY OF 12 REFERENCES IS INCLUDED. (RS)

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DEVELOPING

**a Modern Curriculum for Retarded Children
Through Statewide Participation and Cooperation**

Bulletin 20

"AN INVITATION TO PARTICIPATE"

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DEPARTMENT OF PUBLIC INSTRUCTION
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BUREAU FOR HANDICAPPED CHILDREN
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PREFACE

The following pages depict step by step one state's current approach to statewide teacher and community involvement in the development and preparation of a curriculum guide for educable retarded children. Well over 200 special class teachers, supervisors and Public Law 85-926 fellowship recipients have participated in the first phase of the curriculum project. It is anticipated that at least an equal number will be involved in the second aspect of this statewide venture.

On the following pages the interested reader will find a descriptive report of the planning, the launching and the participation of state and local personnel in this broad curricular effort. This is not a completed project, nor is the school's work in building a curriculum ever a completed task. The active participant in curriculum building is constantly discovering new vistas opening up, untapped areas to explore and old problems recurring in somewhat modified form.

Response to the Bureau's initial request was gratifying in most instances. At this writing all twelve major objectives, or persisting life situations, are in one or more stages of development. Four are completed, four are finished with the exception of the secondary phase, and four more are being currently developed by local and county school curriculum committees comprised of experienced special educators, supervisors, school psychologists, and administrators. The Coordinator of Services for the Retarded is serving as a resource consultant in each of these areas. In several school systems interest was expressed on the part of classroom teachers, but such problems as released time for large group work or pupil transportation schedules prevented these areas from joining current committee efforts. In only a very few areas was the response negative, personnel preferring to participate in matters of local curricular interest.

This capsule report is offered as one means of stimulating discussion and thought about building a curriculum for the retarded. Its main intent is to entice new voyagers to curricular shallows and shores. One phase of the project is well under way. A second curricular venture is in the offing. Climb aboard!

The other purpose of this bulletin is to share our ventures and our experiences with curriculum builders in other states. Having charted this course and having avoided the rocky shoals and narrows of tradition, thus far, perhaps we may point the way for further penetration into the vast unknown - of mental retardation.

Finally, as a progress report, this bulletin is presented as a means of informing all of Wisconsin's special educators of one leadership role or function of Bureau consultants in mental retardation. As special classes continue to increase in number and extent, the consultant's time is severely limited for individual classroom supervision and visitation. The gradually evolving new role of the state consultant in this era of reorganized school districts and proposed cooperative service districts has never been more fully illustrated than in this description of the cooperative local-county-state curriculum project.

- Kenneth R. Blessing -

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEVELOPING A MODERN CURRICULUM FOR RETARDED CHILDREN IN WISCONSIN THROUGH STATEWIDE PARTICIPATION AND COOPERATION

OVERVIEW

There are many ways of approaching the problem of developing a curriculum for the mentally retarded. Curriculum programs may be developed locally, at the state level, or at the college and university level. The intent of this curricular approach is and has been the incorporation of the many resources at the local, state and college levels in a cooperative and mutually satisfying approach to curriculum design and development. The purpose is the development of a suggestive curriculum guide which may be utilized, expanded and implemented locally by special education practitioners. Participation in a state curriculum project should enhance the instructional programs provided retarded children and should afford the participants inservice learning activities and opportunities for growth and improvement in their chosen profession-teaching.

The literature abounds with varied proposals and philosophical bases for curriculum design, especially in terms of what curriculum specialists believe should be the scope, sequence and the organization of the curriculum. Basically these varied proposals can be narrowed down to four fairly distinct patterns:

1. Separate Subjects approach
2. Subject Fields approach
3. Broad Areas approach
4. Needs or Problems approach

SEPARATE SUBJECTS APPROACH

The first of these, the *separate subjects approach* designates the scope, sequence and organization in terms of separate subjects to be studied. This is the most traditional design in regular education and is probably the least suited for a curriculum for the mentally retarded. Annie Inskeep's modified curricular approach in the 1920's which "watered down" the regular curriculum by teaching fewer skills, using less material, and progressing at a slower-than-average pace came closest to following the separate subjects approach.

SUBJECT FIELDS APPROACH

In the *subjects fields or groups of related subjects approach* related fields of knowledge, e.g., teaching geography and history as social studies, became the basis for curriculum design. Some aspects of this curriculum approach are identifiable in special curriculum patterns currently in use.

BROAD AREAS APPROACH

Curriculum designs which are developed around broad areas of living or around the major social functions commonly cut across subject matter fields and are referred to as *broad areas*. In some of these approaches the curriculum is organized so as to incorporate every major aspect of life, e.g., one phase might include the protection and conservation of life, property, and natural resources. In others there may be broad preplanned units which relate to pupils' personal needs and some to the world in which they live, e.g., school living or leisure time and recreation. Ordinarily these units do not necessarily contribute to all major areas of living in any one year. In special education curriculum design, the units of work based on real-life experiences which were advocated by Christine Ingram in the late '30's reflect this broad areas emphasis.

NEEDS OR PROBLEMS APPROACH

Most recent of curriculum designs is the *needs or problems faced by the group approach*, broadly construed, which develops out of the persisting life needs and purposes of the learner. This approach has been most clearly articulated by Stratemeyer, Forkner, McKim and Passow in *Developing a Curriculum for Modern Living* (2nd Edition, Revised), Bureau of Publications, Teachers College, Columbia University, New York, 1957. This curriculum approach is reflected in the later emphases of specialists like Elise Martens, Samuel Kirk and G. Orville Johnson in the 1950's. It was recently elaborated upon by Herbert Goldstein and Dorothy Seigle in the Illinois State Department of Public Instruction's educable curriculum guide, *A Curriculum Guide for Teachers of the Mentally Retarded*, Curricular Series B-3, No. 12, 1958.

This eclectic approach is noteworthy in that it utilizes units of work based upon ten persistent life functions which persist throughout the life of the retarded in our culture and which in concert typify the desirable product or outcome of our educational methods. In addition to utilizing ten life functions and the unit approach of Ingram, it also does not neglect the tool subject areas, encompassing the skill subjects under "areas of knowledge" in relation to the developmental needs and characteristics of retarded children. The behaviors and skills which were identified as being necessary to each persisting life function were viewed as proficiencies in subject matter. These curriculum designers used a spiral approach to curriculum development, i.e., learnings and activities range from the relatively simple to the abstract in sequential order from the primary to the secondary level in keeping with the slower intellectual maturation of the retarded.

Several other school systems have utilized the persisting life situations or problems approach in their curriculum design. The Department of Special Education, of Newark, New Jersey, has produced an educable curriculum guide, *Living and Learning Together* (1959), described as a problem-centered modified experience-type guide. The Cincinnati Public Schools have been in the process of developing a curriculum guide using a similar design for the past several years and their committee efforts are depicted in detail in Stratemeyer et al.

All of these curriculum approaches have been applied with some modifications and some refinements to the problem of curriculum development in both regular and special education. Actually there are no "pure" types.

THE WISCONSIN PROJECT

First Phase

The genesis of the current statewide curriculum project had its inception in the efforts of a group of graduate fellowship recipients in mental retardation working on the campus of the University of Wisconsin at Madison. As the project evolved, summer work-shoppers in curriculum and methods courses for the mentally retarded were brought into committee work on persisting life situations. It soon became apparent that special educators out in the field and in the classroom would need to be involved in the project if this effort were to be successful and culminate in a state curriculum guide useful to practitioners in special programs.

This fall a call went out in the September Bureau Memorandum to special educators in local school systems inviting them to participate in this statewide curriculum effort. A number of school systems have already responded and it is anticipated that additional numbers will be included in this project which will cover the next few years. Before committing themselves to participation it is highly recommended that special education faculties consider in some detail the curriculum design and the curriculum guides which have utilized the persisting life situation's approach and which have been referred to in the previous paragraphs. Commitment to this project implies acceptance of the basic philosophy and rationale underlying the persisting life situations curriculum approach. Participation further implies that this curriculum design is acceptable to meet the needs and purposes of special education at the respective local levels. Improvement in curriculum, fundamentally, involves improvement in teaching and learning and this improvement follows from participation in curriculum change. Further, this requires some changes in personnel participating, i.e., changes in their attitudes, values, understandings, skills, relationships and use of resources.

LOCAL RESPONSIBILITIES

Curriculum participation will require local central office leadership and support as well as the provision of facilities, resources, and time for personnel involvement. Special materials, texts, curriculum guides and other resources will need to be ordered so that committee work may progress. Time and money will need to be provided teacher personnel for planning and participation and for travel in coordinating meetings. Suitable work areas will need to be made available for local committee activities. Where local board policy permits, inservice education credits could conceivably be allowed toward salary increments or in lieu of school attendance. Extended participation of committee members in summer curriculum work on a continuing salary basis might be another possible consideration. In summary, if curriculum participation and improvement is to become an integral phase of the special teacher's professional responsibility, then the conditions for effective participation and planning should be arranged.

In launching this statewide project the members of the initial working committees elected to utilize twelve persisting life situations from a preliminary draft of a curriculum proposal for retarded children in the Cincinnati Public Schools. These are described in detail on pages 432-457 of Stratemeyer et al. Permission was received from the Cincinnati Schools to use these statements as a frame of reference for curriculum design in Wisconsin. The 12 persisting life situations or needs are listed below for the consideration of local faculties:

PERSISTING LIFE SITUATIONS

1. *Learning to Keep Healthy* involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest, and those necessary for the prevention and treatment of illnesses
2. *Learning to Live Safely* involves the essential habits, attitudes, and skills necessary for safety in play, in work, in locomotion and in emergency.

3. *Learning to Understand One's Self and to Get Along with Others* involves the essential habits, attitudes, and skills necessary to understand and adjust one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.
4. *Learning to Communicate Ideas* (3 R's) involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing, and arithmetic.
5. *Learning Wise Use of Leisure Time* involves the essential habits, attitudes, and skills necessary for locating desirable sources of recreation and participating in wholesome activities.
6. *Learning to Travel and Move About* involves the acquisition of the essential habits, attitudes, and skills necessary for transporting one's self in the neighborhood, within the city, and to distant places, whenever the need arises. (Note: Safety in locomotion is covered in #2, *Learning to Live Safely*.)
7. *Learning to Earn a Living* (Vocation) involves the essential habits, attitudes, and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.
8. *Learning Homemaking* involves the essential habits, attitudes, and skills necessary for the feeding, clothing, and housing of oneself and one's family.
9. *Learning to Appreciate, Create, and Enjoy Beauty* involves the essential habits, attitudes, and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).
10. *Learning to Handle and Adjust to One's Social, Technological, and Physical Environment* involves the essential habits, attitudes, and skills necessary in using social amenities and customs, using tools and mechanical equipment, and in understanding and adjusting to the physical environment.
11. *Learning to Manage One's Money* involves the essential habits, attitudes, and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.
12. *Learning to be a Responsible Citizen* involves the essential habits, attitudes, and skills necessary to understand one's heritage, to understand and participate in government and its processes, and to understand and exercise one's rights, privileges, and responsibilities as a citizen.

The Wisconsin persisting life situations design is using six major headings including aims, introductory discussions, center of interest units, language arts, number concepts and related activities at three developmental levels, Primary, Intermediate and Secondary. A sample of the format is presented on the next page to illustrate how Persisting Life Situation No. 6, *Learning to Travel and Move About*, was used as a frame of reference at the Secondary Level to develop minor aims and major learning areas mentioned above. Sub-objectives under Personal Travel include (a) knowledge of the means of personal travel and (b) understanding of personal responsibilities in ownership of vehicles. Similar sub-objectives have been developed for both Commercial Travel (2) and Effect of Increased Travel on Our World Today (3). Communities may procure sample copies of completed persisting life situation by contacting the Coordinator, Services for the Mentally Retarded at the Bureau.

As a state department curriculum approach, the final guide is perceived of as a broad, flexible model and framework for local school implementation. Resource guides, teaching units and daily lesson plans may evolve within this suggested structure which reflect local philosophies, purposes and situations.

LEARNING TO TRAVEL AND MOVE ABOUT

Secondary Level

A. Ways To Travel

AIMS	INTRODUCTORY DISCUSSION	CENTER OF INTEREST UNITS	LANGUAGE ARTS	NUMBER CONCEPTS	RELATED ACTIVITIES
(1) Personal travel Means of travel Personal responsibilities in ownership of vehicles	Pictures of old types of bicycles displayed Display pictures and models of old and new automobiles Movie on operation and maintenance of automobile Safety talk by police officer, or on preparation of auto for a trip	Travel by bicycle Licenses Safety precautions Travel by automobile Legal aspects State motor laws Insurance Licenses Trailer and mobile home requirements Map reading Safety precautions Tollway driving Advantages and disadvantages	Read: articles on safety and youth hostels Write: Request for youth hostel information Read: Driver training books; safety pamphlets; insurance literature; newspaper and magazine articles on safety Write: plan of a trip to take by automobile Discuss: responsibilities of owning a car	Savings of bicycle travel License and insurance fees Cost of auto upkeep Budgeting for trip Mileages Gas consumption in various cars Speed limits Stopping distances at various speeds Accident figures (make a class graph)	Oral report on short bicycle trip Sing: "Happy Wanderer" Panel discussion of safety features in automobiles (safety belts, glass, trailers, mobile homes) Take drivers' training course Attend "traffic school" Role-playing of bad driver attitudes and practices Show slides of a trip
(2) Commercial travel	Bulletin board display of transportation facilities Discussion of development of transportation, from stage coach to airplane Discussion of possible future developments	Commercial travel Bus Plane Train Ship Elevated Subway Advantages and disadvantages of of each type Possible occupations in community as a result of travel and tourists	Read: travel advertisements; accounts of trans-continental and world airlines Write: business letters to public transportation companies; friendly letters telling about proposed trip	Comparative travel costs of commercial vehicles Family plans on certain vehicles Travel time to key locations Timetables of all kinds	Socio-drama of behavior on public vehicles Class scrapbook on transportation, including student's writing Correlate with music: "Get on Board," "Erie Canal," "I've Been Working on the R.R." Interviews with workers of travel occupations Visit terminals, filling station, motel, etc.
(3) Effect of increased travel on our World today	Present world conditions as a result of increased travel	Tourist attractions of student's community and state	Read: tourist brochures of city and state of student Discuss: increased interest in travel today; effect on world unity and understanding Write: advertisement inviting owner of an industry to settle in our community, telling why	Estimating money brought into local area by tourists	Visit to local chamber of commerce to find places of interest to show tourists

On the following pages are listed those persisting life situations already completed, in part or in full, by various committees working on the statewide project. Local systems can use these charts to select the particular life function or need they wish to develop. Additional working committees are required in the skill subjects and non-academic areas of the curriculum. It is possible that a particular community may have a specific local problem or concern in one of these areas which they may wish to explore at length for local use as well as for contribution to the state project. Intensive work in one of these areas may then serve a dual purpose. Other suggestions and proposals are solicited at this time from local personnel, since it is possible that some important area or content matter may have been omitted in these listings.

RELATIONSHIP TO THE "WE DO IT THIS WAY" SERIES

In this connection, the teaching units and descriptions of activities carried on in special classrooms contributed by teachers throughout the state from 1958-1960 are conceived of as resource guides to help implement the aims and objectives of this curriculum design. These will be issued as a series of "We Do It This Way" publications as time permits their editing and printing.

As the project progresses we anticipate the need for steering committees at both the state and local levels. Eventually, there will be need for an editing committee to articulate the contributions, bring the materials into a common style, delete the overlappings and sharpen the general format. The final draft will be tentative in nature for tryout in the classroom and for revision as experience dictates.

PERSISTING LIFE SITUATIONS COMPLETED AND INCOMPLETE

LIFE SITUATIONS	PRIMARY C.A. 6-10 M.A. 3-7½	INTERMEDIATE C.A. 11-14 M.A. 5½-10½	SECONDARY C.A. 15-18 M.A. 7½-12	PARTICIPATING GROUPS
1. Learning to Keep Healthy	Yes	Yes	—*	1961-62 MR Fellows
2. Learning to Live Safely	Yes	Yes	—*	1961-62 MR Fellows
3. Learning to Understand One's Self and to Get Along with Others	Yes	Yes	Yes	1960-61 MR Fellows and Milwaukee Group
4. Learning to Communicate Ideas	Yes	Yes	Yes	1962 U.W. Workshoppers
5. Learning Wise Use of Leisure Time	Yes	Yes	Yes	Racine-Kenosha Group
6. Learning to Travel and Move About	Yes	Yes	Yes	1961 U.W. Workshoppers
7. Learning to Earn a Living	Yes	Yes	Yes	Fond du Lac Group
8. Learning Homemaking	Yes	Yes	—*	1962-63 MR Fellows
9. Learning to Appreciate, Create, and Enjoy Beauty	Yes	Yes	—*	1960-61 MR Fellows
10. Learning to Handle and Adjust to One's Social, Technological and Physical Environment	Yes	Yes	—*	1960-61 MR Fellows
11. Learning to Manage	Yes	Yes	Yes	West Allis Group
12. Learning to be a Responsible Citizen	Yes	Yes	Yes	Dane County Group

SUMMARY

In summary, the following steps are followed in state-local discussions of participation in this statewide project:

1. Presentation of the proposal by the Bureau Coordinator and State Area Supervisor to local central office personnel to elicit their interest and support.
2. Presentation of the proposal by the Bureau Coordinator for consideration by local special education personnel.
3. Discussion at the *local* level with respect to interest in and participation in the proposed project. This should involve:
 - a. Consideration of the persistent life situation curriculum design as outlined by Stratemeyer *et al* to determine if the rationale is acceptable to local personnel.
 - b. Determination of local curriculum needs and interests.
 - c. Discussion of local policies with respect to teacher participation, released time, space, and resource needs, etc.
4. Notification of the Bureau of local interest in participation.
 - a. Local personnel should indicate the curricular area they wish to work in.
 - b. Determination of the members of the staff who will serve as the local steering committee in coordinating committee efforts.
5. Response and follow-up by State Area Supervisor and Coordinator with continuing support and consultant services being provided.

THE WISCONSIN PROJECT

Second Phase

In the preface to this bulletin, the progress achieved to date in Phase One of the statewide educable curriculum project was discussed. Mention was made of the fact that working committees in a number of school communities have completed, or are in the process of completing, all twelve of the persisting life situations which comprise the basic objectives of the special education curriculum. The target date for completion of this initial phase is February 1, 1964. State plans call for publication and distribution of this broad curriculum design on a *tentative trial* basis for tryout and application in the classroom. Teachers will be encouraged to critically analyze the effectiveness and usefulness of this frame of reference and to make suggestions with respect to deletions, additions, and level shifts as they become familiar with the guide. The outcomes of their instructional efforts while adhering to the suggestions in the guide will be evaluated in terms of the demonstrated learnings and behavioral manifestations of the students involved.

The second phase of the project will involve the development of the scope and sequence of the various content areas of the curriculum. This aspect of the project was delayed until Phase One was well under way, not because it was considered less important, but because numerous textbooks and state and local educable curriculum guides have considered in some detail the various skill subjects and non-academic areas of the program. Wisconsin's guide would be incomplete, however, without some attention being given by local groups to this important facet, the actual implementation of the persisting life needs or major goals of special education.

ADDITIONAL WORKING COMMITTEES NEEDED

Participation in a consideration of the organization, the scope, and the sequence of the subject matter areas presents another opportunity for inservice training and professional growth. This is particularly true in relatively smaller communities where the sheer number of special educators was too limited to permit the formation of adequate working committees relative to Phase One. In this next phase, an opportunity presents itself for these smaller communities to become involved in the production of a broad course of study to be utilized statewide with local modifications and refinements.

Below are listed the skill subject and related areas of the educable curriculum guide requiring the involvement of local groups of special educators interested in utilizing their professional talents.

Areas in need of development include:

Participating groups:

- | | |
|---|--------------------------|
| 1. Reading | |
| 2. Speech and Language Development (See Bulletin #19) | |
| 3. Handwriting and Spelling | |
| 4. Arithmetic | Wausau teachers |
| 5. Science, Health and Safety | |
| 6. Social Studies | |
| 7. Social Living and Mental Health | |
| 8. Physical Education | Walworth County teachers |
| 9. Art and Handcraft (See Bulletin #15, Vol. I) | |
| 10. Music (See Bulletin #15, Vol. II) | |
| 11. The Practical Arts (See Bulletin #15, Vol. II) | |
| 12. Work Experience Programs | |

Walworth County teachers at the special school in Elkhorn have already selected Number 8, *Physical Education*, as an area of concentration for the current school year. The Wausau special educators have chosen Number 4, *Arithmetic*, as a work-study theme, since they have already explored this subject at some length during their recent staff meetings.

SUGGESTED FORMAT

In order to provide a basic outline and maintain some regularity of approach and format, the following suggestions are made to local committees desirous of joining this project:

- (1) Local committees should develop a *basic philosophical statement* which treats the objectives, the content, and the possible instructional approaches related to the skill subject or non-academic area selected for development. This statement should broadly suggest the sequential content at the primary, intermediate, and secondary levels. It should indicate how reasonable proficiency in these tool subjects relates to the recurring and persisting life situations faced by retarded children and adults.

- (2) Previous and current research studies concerned with the specific subject matter or non-academic area in question should be explored and the *implications for classroom teachers and learners* should be incorporated into the initial statement.
- (3) A section of the report should concern itself with the *specific developmental progression of skills, attitudes, and content matter* as these relate to the growth characteristics of the primary, intermediate, and secondary level retarded. These should be listed in chart form or in specific format for easy reference.
- (4) Finally, each skill subject and non-academic section should include an *annotated bibliography* which lists resource materials for teachers, suggested instructional media, texts, and workbooks to be used by the pupils, and recommended apparatus and equipment which classroom experience has indicated as appropriate at each learning level.

Committees are referred to the several references listed below for helpful and representative approaches utilized by other special educators in similar curriculum projects. The Illinois Guide, in particular, is recommended as exemplifying the procedural steps in the outline presented above. Ingram's text and the Illinois guide both include discussions of the physical, social, mental, and emotional characteristics of retarded children.

Excellent summaries of recent educational research among retarded populations may be found in the texts of Kirk and Johnson, Jordan, Rothstein, Clarke and Clarke, and in the Cain and Levine and Dunn and Capobianco articles. Copies of the latter are available on a loan basis from the Bureau and may be obtained by writing to the area supervisor. The Bureau consultants have additional materials and references on educational research which will be loaned to interested study groups.

Dr. Ellyn Lauber's 1962 Eau Claire State College summer workshopers have developed a *Curriculum Materials Guide* which illustrates the development of an annotated bibliography of resource materials usable in the subject matter areas. The Illinois Guide would also be useful as a model. Curriculum guides from other states should be consulted by committee members responsible for this aspect of the local report.

The Bureau invites local consideration of this invitation to participate. School districts or counties interested in selecting one of these areas for study and development should notify their Bureau supervisor and indicate a desire to participate as well as the specific skill subject or non-academic area selected. Specific problems or questions relating to the content outline of individual sections should be referred to the Bureau supervisors for clarification and suggestions.

The subject matter and non-academic areas could conceivably be presented in varying formats and in somewhat different outline than that presented above. For example, a community with additional classes allowing for more than three levels of service could develop one of the academic sections in terms of its respective class levels, i.e., Pre-Primary, Primary I, Primary II; Intermediate I, Intermediate II, etc. This would provide scope, sequence and content specifically related to existing local needs and services. This same school community could then regroup the above-mentioned primary activities into a Primary section, and similarly the intermediate activities could be re-concentrated into an Intermediate section for submission to the Bureau and eventual inclusion in the state's educable curriculum guide.

Suggestions from the field will be entertained and considered at any time. Specific problems and questions relating to the content outline of individual sections should be referred to the Bureau for clarification and suggestions.

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